Jovana Lopez

Field Lesson Reflection

School: Oak Point Elementary Date: April 23, 2009

Grade: first Number of students: 22

Subject: Language Arts Teacher’s Name: Mrs. Huerta

Title of lesson: Comparing Cinderella Folktales

This has been the first time in my life that I have stood in front of a group of student and I have to say it was a nerve racking experience that in the end turned to be one of the best experiences that I have had. It was incredible to see how well the students responded and interacted with me during our reading. Since my lesson was originally done at the third grade level and we were placed in a first grade classroom I decided to go ahead and introduce the book that I had originally chosen, but instead of reading the book to them I decided to do a picture walk with the class. The student did a great job interpreting the story by just looking at the pictures. I would ask them questions through our picture walk for them to notice important characteristics in the story that would be important for them to know when they are filling out their Venn diagram. What surprised me the most from the students was how motivated they were to answer questions. Every time I asked them a question about the story or when we were talking about the differences between the two stories they were so eager to answer and give their personal experiences or ideas from the story. For example, when we were talking about the setting of the story and how it was taken place in Mexico one of the student’s responded and said, “I’m from Mexico”, so it was interesting to see how some of the students were able to make personal connections with the book and their personal experiences. The only part of the lesson that I would have done differently would have been choosing a different book to show to them, so the students actually have the opportunity to hear a story being read instead of only looking at the pictures. By choosing a book that was in Spanish and in their grade level it would have helped them learn new vocabulary. Unfortunately I can’t say that I learned anything from teaching this lesson to Ells because our lesson was delivered in Spanish, which was the student’s first language, but what I did learn from teaching any group of students is that you constantly have to repeat yourself in order for the students to understand the concept being learned. I went over the differences and similarities between the Disney version of Cinderella and the “Mexican” version several times with the students during our reading and while we were doing our Venn diagram. I also learned that having the students complete their Venn diagram by themselves is not a good idea because most of the students don’t really understand how to do them even after I had modeled how to do a Venn diagram in class. Instead filling out the Venn diagram as a class and having the student fill out their own diagram allows them to have a visual of what they are going to do and what they are going to write, so if they feel lost all they have to do is look up at board to know what they are missing. I understand that the more SIOP features you include in your lesson the more helpful and effective it will be for Ells, so my question would be how many features would you say is enough to include in a lesson. Having too many features I think will discourage the Ells in their learning, so what would be a good balance to where you offer help to the students but without Ells trying to rely on the extra help you give them causing them to not want to learn for themselves.